Revised Blending, Braiding, and Sustainable Funding Subcommittee Work Plan January through December 2013

| Objective | Action Steps | Responsibility | Timeframe/ Status |
|------------------------|---|----------------|----------------------|
| 3.1. Reduce program | A. Coordinate with Child Care Advisory Council's | A.1. Gina | A.1-2. |
| barriers to using | recommendations to reduce barriers to accessing | Ruther | February |
| multiple funding | child care dollars. | A.2. Sub- | 2013 |
| streams (braiding and | 1. Send recommendations to Sub-Committee. | Committee | |
| blending funding in a | 2. Review to see where coordination is useful. | | |
| sustainable way) to | B. Identify stakeholders and conduct research on | | |
| improve quality of | groups who routinely blend multiple funding | B.1-2. Gina | B.1-2. June |
| programs and services | streams to identify unintended consequences and | Ruther | 2013 |
| available to children. | nuances of eligibility and other requirements. | | |
| | 1. Use the EC Program Matrix; add funding streams | | |
| | (CACFP, Medicaid/AllKids, TANF, home visiting, | | |
| | SNAP, etc.). | | |
| | 2. Add differentiation between state and local/ | | |
| | program levels on Matrix; add other factors, as | | |
| | applicable (variable/one-time/ongoing- | | |
| | sustainable, allocation factors, use restrictions, | | |
| | etc.). | | |
| | 3. Conduct Round Table sessions to determine | B.3. Sub- | B.3. Summer |
| | barriers to BBSF & eligibility consequences. | Committee | 2013 |
| | a. Define local & state participants. Define | (Co-Chairs & | |
| | topics/questions (barriers, eligibility | Angela lead) | |
| | consequences, methods/strategies, | | |
| | comprehensive services) & outcomes. | | |
| | b. Conduct & capture information. | | |
| | c. Report & analyze. | | |
| | C. Review the possibility of a regional approach to | | |
| | braiding and blending that would lessen the | C.1-3. Gina | C.1-3. Fall |
| | administrative burden on programs. | Ruther (use | 2013 |
| | 1. Research other states' models for "pooled" | Round Table | |
| | funding, regional, etc. | info for 2-4) | |
| | 2. Review local collaboration models & profiles. | | |
| | 3. Define the gaps, barriers & eligibility | | |
| | consequences. | | C.4. |
| | 4. Analyze and determine local and state/regional | C.4. Sub- | November |
| | model definitions & what might work in IL. | Committee | 2013 |
| Outcomes | Potential Deliverable: Recommendations to the | Sub- | December |
| | Early Learning Council about how IL public agencies | Committee | 2013 |
| | could improve implementation and program | | |
| | guidance based on identified program challenges in | | |
| | blending/braiding funding. | | |
| | | | |

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| improve linkages between birth-5 and K-12. 1. Review Student Information System (SIS) | 3.2 Maximize | A. Identify opportunities for leveraging Title I | A.1-3. | A.1-3. |
|--|------------------------|--|-------------|-------------|
| acarly childhood systems. 1. Review Student Information System (SIS) numbers about children identified for Title I funding. 2. Gather information about the Consolidated Community of Practitioners (NCLB) and what they are doing. 3. Look at what IL school districts are using Title I funding for early childhood and how. 4. Determine recommendations to make to accomplish 3.2.A. B. Conduct research on phase-in from early childhood block grant to state funding formula while maintaining community based programs and quality of programs. Strategies to be developed later in the plan year. C. Collaborate with the Home Visiting Task Force's Sustainability Work Group on strategies to maximize opportunities for sustainable funding. 1. Work with the Co-Chairs of the Work Group to determine what the HVTF is doing. 2. Determine strategies for the BBSF Sub-Committee based on this. D. Collaborate with developers of the QRIS system to analyze the ranges of costs to provide quality early learning in various formats and contexts. 1. Provide input and feedback to the OECD and Work Group developing the QRIS. 2. Research costs of quality care as specified by QRIS indicators & apply to QRIS levels. 3. Look at state funding and uses to make recommendations for how to support. Potential Deliverable: Recommendations to early 2 Sub-Decemb | opportunities for | guidance to sustain and expand PreK programs and | Samantha | February |
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